



# Camping Adventure with My Parents:

Connecting Kids and Families to Our National Parks



# CAMP



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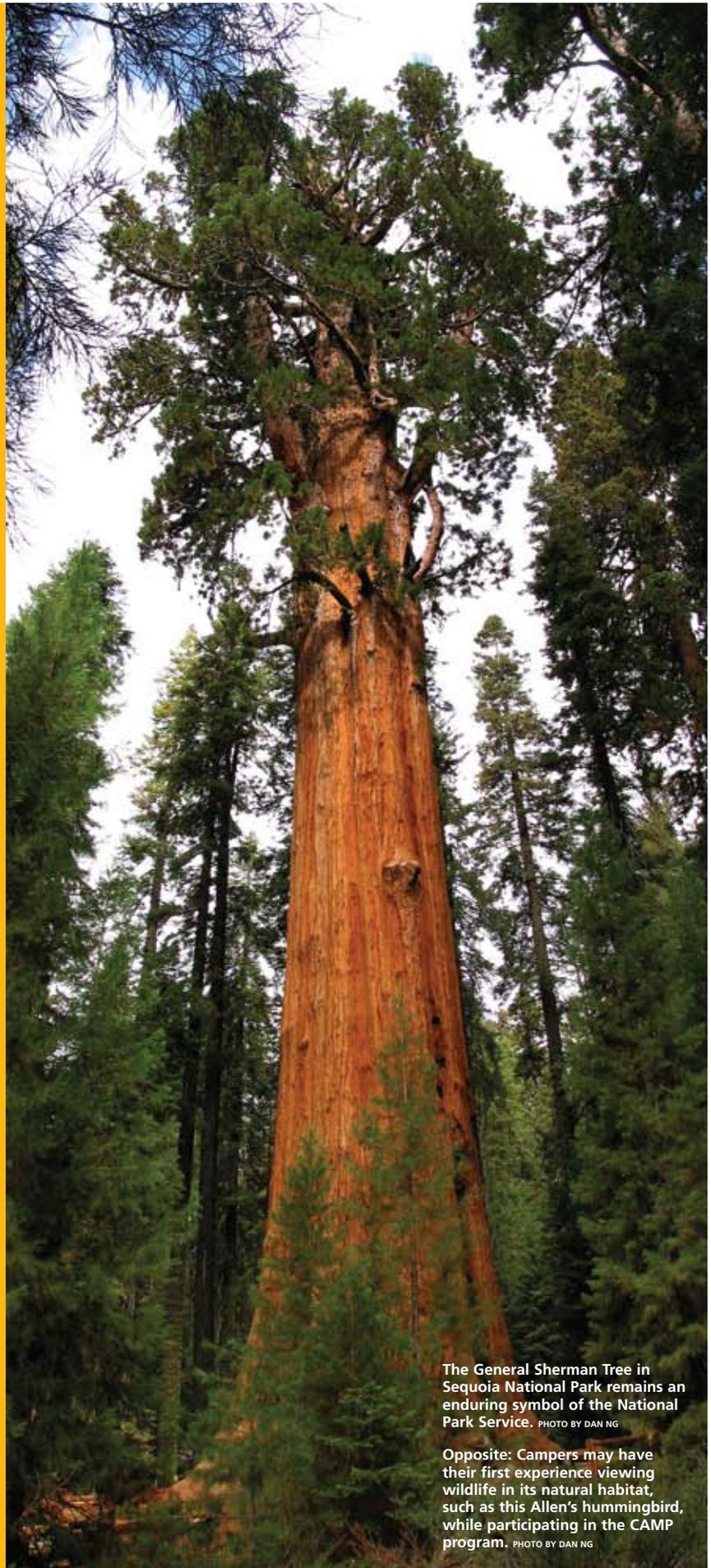
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Class of 2008

National Park Service  
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Washington, DC



*The National Park Service preserves unimpaired the natural and cultural resources and intrinsic values of the National Park System for the enjoyment, education, and inspiration of this and future generations. The National Park Service cooperates with partners to extend the benefits of natural and cultural resource conservation and outdoor recreation throughout this country and the world.*

—NATIONAL PARK SERVICE  
MISSION STATEMENT



The General Sherman Tree in Sequoia National Park remains an enduring symbol of the National Park Service. PHOTO BY DAN NG

Opposite: Campers may have their first experience viewing wildlife in its natural habitat, such as this Allen's hummingbird, while participating in the CAMP program. PHOTO BY DAN NG

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*“ . . . we can develop new and innovative strategies to help many people from many walks of life to get outdoors and engage in healthy, fun recreation. The overarching goal of the collaborative effort will be to reconnect our youth and their families with the land, to create a new generation of stewards, and improve the physical and mental health of our nation.”*

—MARY BOMAR , DIRECTOR, NATIONAL PARK SERVICE  
and GREG BUTTS, PRESIDENT, NATIONAL ASSOCIATION OF STATE PARK DIRECTORS

*(Joint statement at a meeting of the NPS National Leadership Council  
and the National Association of State Park Directors  
in Williamsburg, Virginia, September, 2007)*

## Purpose of Developing the Program

Camping Adventure with My Parents (CAMP): Connecting Kids and Families to Our National Parks was developed by The National Park Service Mid-Level Management Development Program (MLMDP) class of 2008 as a demonstration family camping program. In partnership with local community organizations and cooperating associations, the MLMDP class facilitated a model weekend family camping experience at Sequoia National Park for traditionally underserved populations. The CAMP program actively engaged participants by demonstrating “how-to” camping methods through an overnight experience within a national park and introduced campers to NPS values.

The CAMP program is a powerful tool for the fulfillment of the NPS mission:

*The National Park Service preserves unimpaired the natural and cultural resources and values of the National Park System for the enjoyment, education, and inspiration of this and future generations. The Park Service cooperates with partners to extend the benefits of natural and cultural resource conservation and outdoor recreation throughout this country and the world.*

CAMP addresses the urgent need to actively welcome new and diverse visitors into the national parks, and help them become comfortable with the traditional forms of outdoor recreation that can be enjoyed in these special places. Connecting people to national parks in this way works to enhance relevancy and establish a sense of ownership, and also contributes to preservation. This new program supports families recreating together and offers an opportunity for them to form powerful positive memories across generational lines. Finally, CAMP directly addresses the growing “nature deficit” (the trend of people spending less time outdoors) found in today’s increasing sedentary and technological society.

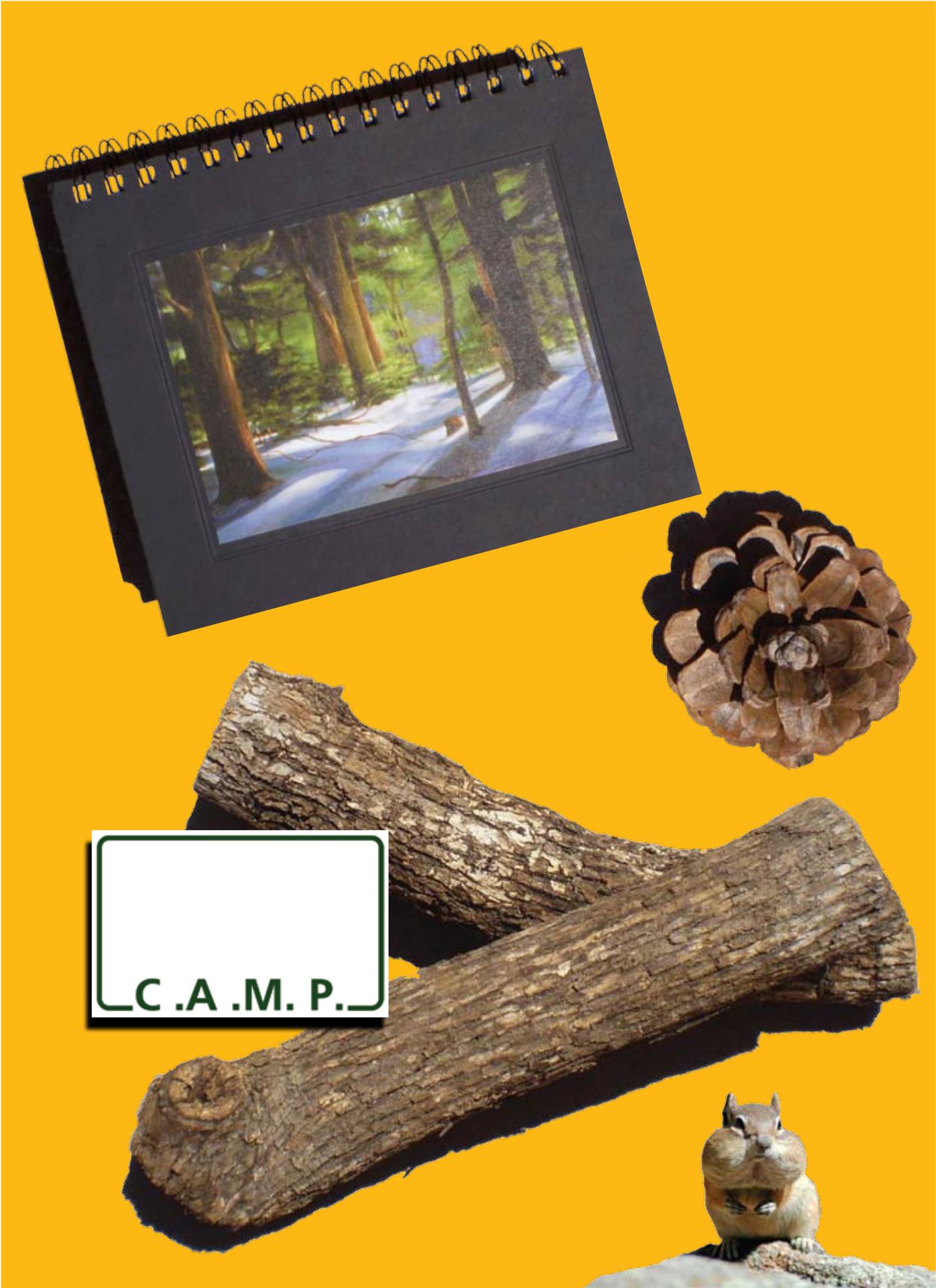
Reconnecting our nation’s youth and families to nature through outdoor experience and recreation is a nationally recognized need. In a recent testimony to

Congress, Richard Louv, author of *Last Child in the Woods: Saving Our Children from Nature-Deficit Disorder*, eloquently described a condition coined as “nature-deficit disorder” where in a typical week only six percent of children ages six through 13 play outside on their own. His research on children indicates that “children in outdoor-education settings show increases in self-esteem, problem solving, and motivation to learn.” While there are literally thousands of outdoor programs engaging children in the outdoors, including scouting, summer camps, religious youth programs, outdoor leadership programs, day camps, outdoor science schools, and many more, comparatively few programs exist that address a multi-generational audience in the manner achieved by the CAMP program. Under this curriculum, parks support quality family time together in a natural setting, and this positive experience encourages families to camp again and visit other parks and natural areas. Beyond relevancy and building a constituency for national parks, this effort addresses the NPS core mission mandate to “extend the benefits of natural and cultural resource conservation and outdoor recreation throughout this country...”

As the National Park Service prepares to celebrate the one hundredth anniversary of the organization in 2016, Department of the Interior Secretary Dirk Kempthorne and NPS Director Mary Bomar launched the National Park Centennial Initiative. Centennial strategies were derived from more than 6,000 public comments solicited from a nationwide series of listening sessions. The listening sessions culminated in five overarching goals to guide work leading up to 2016. CAMP fully embodies the National Park Centennial Initiative by “encouraging children to be future conservationists inspiring an environmental conscience in Americans” through their National Park Service-/park partner-provided weekend camp experience.

This “toolkit” serves as a program history of the pilot project hosted at Sequoia National Park in March 2008 as well as a template of the CAMP program for use by any park unit.

Opposite: Families enjoy a cookout at the CAMP pilot program in Sequoia National Park in March 2008.



# Introduction to the CAMP Toolkit

The CAMP toolkit provides a template for a national park or park program that can be readily adapted to local resources and audiences. All materials in the toolkit are available to use “as is” or can be modified to better fit the needs of an individual park.

Logistics are extremely important to a successful CAMP event. Checklists and recommendations of types and amounts of equipment needed for a good camping experience can be found in the Supplies and Equipment section. Such inventories are important whether a park already has an equipment cache available, borrows from another organization, arranges for donations of gear, or purchases supplies outright.

The Recruiting Participants section provides suggestions for working with local organizations and partners to match the CAMP program to a suitable target audience. It also provides sample letters and related materials that can be easily tailored to a specific program.

Partnerships are the key to success in any undertaking of this type. Strong partnerships are critical to the success of the CAMP activity whether the collaborator is the local cooperating association, an outdoor equipment retailer, community organization, concessioner, or other. The Partnerships section provides ideas and advice for utilizing partners, as well as templates for potential agreements.

Food is central to the CAMP program in many ways. Nothing can make or break the experience faster than the cooking—good, fun food makes for a great camping trip, while bad food can mar the experience just as quickly. The CAMP program is not just about feeding the campers though. Teaching them how much fun it can be to easily prepare good food over a fire or camp stove will leave them eager to try their hand at camp cooking on their next camping adventure. The Outdoor Cooking section provides suggested menus, shopping lists, as well as tested tips and recipes guaranteed to provide fun eating for campers and staff alike.

The CAMP program is much more than a simple facilitated campout. It is a complete two-day educational program with a variety of activities and events designed specifically to increase relevance and enjoyment of the national parks for diverse multi-generational audiences while simultaneously encouraging kids and adults to get out and enjoy the natural world. Highlights include instruction in basic camping skills such as setting up a tent and campsite, building a fire, traditional activities such as storytelling around the campfire, and park-specific programs led by area interpretive staff. The CAMP Curriculum section provides a sample program with lesson plans and objectives that can be used as is or modified to meet local needs.

The National Park Service CAMP program also incorporates a specific element known as Creating a Camp Keepsake: A “Memory Book.” This program component emphasizes artwork, reflection, and journaling, and culminates in a take-home book with photos for each camper. The Memory Book section explains this element in detail, facilitating use of similar techniques to provide participants with a tangible long-term connection to the National Park Service and the host park.

The Camping Adventure with My Parents program described in this document was field tested during a pilot camping experience in Sequoia National Park in March 2008. The Lessons Learned section offers a candid view of program features that succeeded and those that did not, in hopes that future programs will build upon the successes and avoid the pitfalls discovered during the pilot activities. This section also incorporates feedback from actual program participants obtained as part of the summative evaluation.

Many useful sources of information and inspiration regarding youth, nature, families, and camping are available. The Reference section provides links to a variety of these sources, as well as miscellaneous forms and documents that may be helpful in developing a CAMP program in any national park.



*Partnerships can be created for receiving camping equipment for participants to use, purchasing food for the weekend, and providing “take-away” items for each participant, such as memory books, hats, and camping books.*

# Logistics

The CAMP program features important logistical requirements to ensure an enjoyable experience for all participants. Careful consideration must be given to budget, partnership opportunities, and recruitment of participants, as well as to lists of necessary camping equipment, kitchen supplies, expendable supplies, and food.

## BUDGET

The budget for the CAMP program will vary depending on the number of families and participants, availability of existing camping equipment and supplies, and availability of assistance from park partners.

An approximate cost of camping gear is presented below. Prices are for mid-range, durable equipment based on purchases made in 2007 and 2008. Organizers should consider that equipment is the foundation of the program and will be used for years. Sleeping bag liners used in the pilot program are washable, which saves the cost of washing sleeping bags after each program.

Following are the costs (per single item) for camping gear:

Sleeping bag and liner	\$160
Sleeping pad	\$ 85
Tent (family size)	\$350
Ground cloth	\$ 50
Flashlight or lantern	\$ 15
Camp chair	\$ 20
Camp stove	\$ 85

Kitchen supplies and equipment include pots and pans, utensils, plates, bowls, cups, and other cooking ware. To provide a sustainable program and emphasize resource conservation, it is important to purchase reusable tableware; however, if a park intends to conduct a CAMP program only once or twice, disposable items prove significantly less expensive. The cost difference for enamelware plates (sustainable, long-term program) versus paper plates (non-sustaining, infrequent program) is high. Costs for such equipment, expendable supplies, and food vary depending on these considerations, as well as the availability and seasonality of local food and menu items.

The pilot program planned for a total of 40 CAMP participants (including campers, instructors, and support staff). Supplies and equipment were purchased for a sustainable program. The cost of kitchen equipment, utensils, and tableware for 40 people was \$1,200. The cost of food for the 24-hour period (two lunches, one breakfast, and one dinner) cost approximately \$20 per person.

Additional costs include supplies and materials for the “Memory Maker” project, disposable cameras for each participant, how-to-camp books for each family, and ball caps for each camper. Similar related costs depend on what take-home items are offered to participants.

## PARTNERSHIPS

Collaboration with partners can enhance many different aspects of the CAMP program. It is imperative to research possible partners through appropriate channels according to specific National Park Service guidelines. Partnerships can be created for receiving camping equipment for participants to use, purchasing food for the weekend, and providing “take-away” items for each participant, such as memory books, hats, and camping books.

The National Park Service Partnership website is an important resource of information and registered Servicewide partners. In addition, *Director’s Order 21, Donations and Fundraising*, and the park or regional partnership coordinator should be consulted before engaging potential partners. Appendix A offers additional guidance and a template for developing a cooperative agreement.

Several partners were engaged for the pilot program at Sequoia National Park, including the Sequoia Natural History Association (SNHA). An existing agreement with SNHA allowed for the donation of food and “take-away” items for each camper. Journals for the “Memory Maker” component were sold to the program at cost. SNHA donated water bottles and postcards for the event, and also assisted with recruitment efforts. The Sequoia Field Institute provided camping equipment for the staff.

Everyone participates in CAMP program activities, which range from preparing camp menus to understanding campground etiquette.

Other park staff as partners may also contribute valuable expertise. Campground rangers can conduct a session on camping etiquette and campground rules. Interpretive rangers can provide nature walks and programs. Natural and cultural resources staff can offer educational sessions on local resources. Backcountry rangers can offer a session on “Leave No Trace” principles. The options are endless.

Sequoia and Kings Canyon National Parks (SEKI) provided interpretive and fee rangers to conduct excellent programs on campground safety and etiquette, plants, and archeology. The SEKI team also assisted with recruitment, and provided fee waivers and behind-the-scenes administrative work. Additional “take-away” items such as pens, pencils, postcards, calendars, and water safety bracelets were provided by various divisions in the park.

#### **RECRUITMENT OF PARTICIPANTS**

Recruiting participants for the CAMP program can involve numerous methods, including news releases, public service announcements, and flyers. Recruitment efforts should start at least two months in advance of the program.

Organizers are encouraged to work with the park’s public information officer to begin recruitment efforts. News releases advertising the program and inviting participants to register should be sent to local news organizations. Public service announcements can also be recorded for local radio and television stations.

Flyers advertising the program can be distributed to teachers and children during on- and off-site educational programs. Flyers can also be posted on community bulletin boards at post offices, libraries, and local businesses. Information can also be distributed during special park events. Flyers may be given to cooperating associations, friends groups, chambers of commerce, local visitor’s bureaus, and local National Parks and Conservation Association (NPCA) chapters.

All park employees should be notified about the upcoming CAMP program and provided

information or flyers in case they attend an outside event or know of an organization that might be interested in posting information about the CAMP program.

Recruitment efforts should generate many inquiries. National Park Service organizers should determine a point of contact for prospective participants. Cover letters, registration forms, health information forms, and release forms should be ready to mail, e-mail, or fax for prospective participants. See Appendix B for examples of these forms that may be edited for park-specific CAMP programs.

It is important to establish a system for selection and non-selection of participants. If there are more applicants than spaces available, it is critical to have a fair system in place. Two possibilities include a first-come, first-served basis in which applications would be date stamped upon receipt. Another option is to ask the applicants to submit a written explanation of why they want their family to participate. This would not be a writing contest based on writing skill, but a way to identify and select those most interested in learning about the National Park System and how to camp. It is important to have the selection criteria predetermined before accepting applications (much like knowledge, skills, and abilities and a rating guide in the federal application process).

Once participants are selected, a new packet of information should be sent to each family. The packet will include an acceptance letter, a CAMP schedule, and information about what is supplied by CAMP and what participants should bring. Participants should be provided information on park regulations and safety, and advised not to bring alcohol or illegal drugs, firearms, and some electronic devices such as portable media players. Appendix B contains additional information.

A letter of regret should be sent to those participants not selected. Release forms signed by parents must be obtained for any photographs taken during CAMP activities that will be used in promoting future National Park Service programs.

CAMP program participants become familiar with outdoor activities such as setting up tents so that they can enjoy future camping experiences in national parks on their own.



#### CAMPING EQUIPMENT

The CAMP program provides the following equipment for participants:

- Sleeping bags and liners
- Sleeping pads
- Tents
- Flashlights or lanterns
- Two 18-quart wash basins
- Kitchen towels
- Vinyl tablecloth
- Large coolers
- Small fire extinguisher
- Utility lighter
- Coffee pot (optional)
- Charcoal grill (optional)

#### KITCHEN SUPPLIES AND EQUIPMENT

The following list of kitchen tools will outfit a camp kitchen:

- Tarp and twine (to cover camp kitchen from rain or sun)
- Small propane or white gas camp stove
- Pots and pans (stock pots, nonstick griddle)
- Utensils (large stainless steel spoons, tongs, spatula, ladle, kitchen scissors, funnel, whisk, and can opener)
- Paring knife
- Chef knife
- Flexible cutting boards
- Hot dog forks
- Mixing bowls
- Long oven mitts
- Biodegradable dish washing detergent
- Large plastic platter
- Sturdy plates and bowls
- Silverware
- Heavy duty scrubber or sponge

#### EXPENDABLE SUPPLIES

The following kitchen supplies are consumed during the CAMP program and will need to be replenished for each program:

- Firewood
- Waterproof matches
- Newspaper
- Propane or white gas fuel canisters
- Large trash bags
- Heavy duty aluminum foil
- Plastic wrap
- Resealable plastic bags (quart and gallon)
- Paper lunch bags
- Paper towels
- Baby wipes
- Hand sanitizer
- Water bottles
- Masking tape
- Batteries
- Permanent markers (not fine point)

Gathering around a campfire gives CAMP participants an opportunity to discuss their park experiences with family and staff members.



#### **FOOD SUPPLIES**

During the CAMP program, all meals and snacks are provided. Program instructors will teach participants how to set up a camp kitchen and prepare or cook simple meals and snacks. See the Curriculum section on the following pages for additional information.

The following supplies complement the recipes located in Appendix C. Quantities should be determined depending on the number of participants and staff who will be attending meals. Menu items may vary depending based on local availability.

#### No-Cook Lunch Options

Peanut butter  
 Jelly  
 Chunk light tuna  
 Mayonnaise  
 Deviled ham  
 Saltine crackers  
 Club crackers  
 Beef jerky  
 Vienna sausages  
 Bread (white and wheat)  
 Bagels  
 Assorted cookies

Processed cheese spread or spray  
 Sliced pepperoni  
 String cheese  
 Apples  
 Raisins

#### Chicken Chili Taco Salad

Pre-packaged chili kit  
 Tomato sauce  
 Diced tomatoes  
 Canned chopped tomatoes with mild chiles  
 Kidney beans  
 Canned chicken  
 Shredded Mexican cheese  
 Sliced olives  
 Hot sauce  
 Sour cream  
 Lettuce  
 Tomato  
 Yellow onion  
 Salsa  
 Corn chips  
 Tortilla chips

#### S'mores

Honey graham crackers  
 Large marshmallows  
 Plain chocolate bars

Preparing and enjoying meals in an outdoor setting allows families to relax and have fun while learning more about national park resources.



Omelet in a Bag

Eggs  
Shredded cheese  
Salt and pepper

Sausage on a Stick

Refrigerated breadstick dough  
Pre-cooked sausage links

Pancakes

Margarine  
Dry pancake mix (add only water )  
Pancake syrup

Banana Boats

Bananas  
Mini marshmallows  
Plain chocolate bars or chocolate chips

Bag Lunches

Bread  
Cold cuts or deli meat  
Sliced cheese  
Mayonnaise  
Fruit  
Snack-size chips  
Snack-size candy bar

Snacks

Trail mix (or homemade with cereal, raisins, nuts, and candies)

Granola bars  
Fruit

Miscellaneous Food Items

Hot dogs  
Ground coffee  
Fruit-flavored drink mix  
Hot dog buns  
Tea bags  
Apple juice singles  
Yellow mustard  
Pourable sugar  
Ice  
Ketchup  
Instant coffee  
Gallons of water  
Oranges  
Creamer  
Hot chocolate mix  
Cooking spray

**WELCOME PACKETS**

Various partners (cooperating associations, friends groups, chambers of commerce, community visitor's bureaus, National Parks and Conservation Association) may support National Park Service CAMP programs by providing free items to include in each participant's welcome bag. Items may include lip balm, water bottles, handkerchiefs, pens, pencils, postcards, and calendars.



*By facilitating a safe and inexpensive introductory camping experience, this program will inspire parents to continue camping with their children with the requisite skills to feel safe, comfortable, and confident in the outdoors.*

# CAMPout

## CURRICULUM

The CAMP curriculum introduces families to the different aspects of camping (setting up a tent, cooking, etc.) and helps them to learn about their outdoor surroundings. The curriculum and schedule here is based on a 24-hour period with the campers and can be used “as is” in any park or modified.

It is most critical to have the campers learn by doing so that they want to do it! Campers should receive assistance in setting up camp and cooking dinner on a camp stove. As Freeman Tilden stated so appropriately, “the chief aim is not instruction but provocation.” Campers should have the opportunity to thoroughly experience their surroundings. Organizers should allow families opportunities to spend unstructured time to explore.

## GOALS AND OBJECTIVES

By facilitating a safe and inexpensive introductory camping experience, this program will inspire parents to continue camping with their children with the requisite skills to feel safe, comfortable, and confident in the outdoors.

After participating in the CAMP program families will:

- Have spent quality time together without the distraction of television, electronic media players, cell phones, etc.
- Know what basic gear they need to camp, what to look for in terms of quality, and how to find inexpensive gear.
- Be able to prepare a campsite, including tent set-up, proper use of propane stoves, and handle other camping gear.
- Feel comfortable in a campground setting and understand campground rules and etiquette.
- Be confident that they can camp safely and understand and know how to avoid potential hazards.
- Recognize the power of outdoor experiences to bring families together and be anxious to venture outdoors again.
- Appreciate the special values of the park visited and possess a better understanding of the relevance of national parks to their lives.

## CAMP SCHEDULE

The curriculum was designed for a 24-hour period, noon to noon. This schedule was implemented for the pilot program activities and proved slightly ambitious. It did not allow for enough “down time” for the participants. This schedule can be modified to provide participants more frequent breaks and opportunities for reflection.

### Saturday

Noon	Check-in
12:30-1:30 p.m.	Introductions, Ice Breaker, and Lunch
1:30-2:00 p.m.	Tour of Campground
2:00-3:00 p.m.	Setting Up Your Campsite
3:00-3:30 p.m.	Campground Safety
3:30-4:30 p.m.	Interpretive Activity
4:30-5:30 p.m.	Free Time
5:30-7:30 p.m.	Kitchen Set-up Building a Fire Using the Stoves Prepare and Eat Dinner
7:30-8:00 p.m.	Cleanup
8:00-9:00 p.m.	Traditional Campfire

### Sunday

7:00-7:30 a.m.	Coffee’s On!
7:30-8:30 a.m.	Progressive Breakfast
8:30-9:00 a.m.	Cleanup
9:00-9:30 a.m.	Breaking Camp
9:30-11:00 a.m.	Interpretive Hike
11:00-Noon	Creating a Memory Book
Noon-12:30 p.m.	Conclusion

## CAMP LEADER

While many people will be involved in the planning and delivery of a National Park Service CAMP program, the “camp leader” remains the cog at the center of the wheel. This individual hosts the opening and closing activity and serves as the key point of contact when something is needed or goes wrong for both camp staff and participants. Through effective public and behind-the-scenes communications, this individual is responsible for maintaining the camp schedule, addressing a variety of emerging concerns, and handling issues with other camp instructors in such a way that no camper feels that “anything went wrong” other than a change in weather or a burnt marshmallow.

CAMP program participants receive assistance from NPS staff as they learn outdoor skills they can practice during future trips to the parks.



Campers participate in introductions and park presentations as they become familiar with the campground setting and the upcoming schedule of CAMP program activities.

### ICE BREAKER

An ice breaker is recommended after introductions and welcomes. Families may not know each other and they are in an unfamiliar environment. An ice breaker will help campers and staff to relax and enjoy the group. There are many different ice breakers available. Following are two suggestions.

#### Animal Scramble:

Some preparation is required for this activity. On a slip of paper, write the name of an animal that makes an obvious noise. If possible, choose animals that live in the park where the campout is taking place. Create enough slips to have at least four groups of animals.

Give each participant a slip of paper, but tell them to keep their animal a secret. The participants are to find the rest of their kind, but there is no talking. So how do they find the others? They have to make the noise of the animal. Once two of the same kind of

animals have found each other, they stay together to find more. Continue until all of the like animals have created one big group. (Best to include staff in this activity as well as participants.)

#### Tied in Knots:

1. Have everyone stand in a circle.
2. Reach out with their left hand, and grasp someone's hand.
3. Reach out with the right hand, and grasp someone else's hand. Each player must be holding hands with two different people.
4. Challenge them to undo themselves into a circle.

This can work with any size group, but small to medium size groups work best. Once over nine people are participating, split them into two groups. The groups must always have an even number so the leader may have to get involved too.

## I: SETTING UP CAMP

*Instructor note: The instructor for this activity worked with a team of camp hosts (can be staff or volunteers). This activity includes a demonstration of the selection and set-up of a campsite and tent. During this session the lead instructor conveys the material in the following section and campers are asked to assist throughout the demonstration. Then campers proceed to their assigned sites to set up their camps while the camp hosts are available to assist them if needed.*

### A. Choose a campsite.

- Participants should check for tent-only sites. It may be desirable to locate the campsite away from recreational vehicles (RVs), which may have loud generators.
- High-traffic areas should be avoided. Sites near the restrooms, for example, are convenient, but a lot of people will probably be walking past the campsite.
- Does the site have privacy? Sites that are surrounded by plants or are located away from other campsites may offer more privacy.
- Is a site with shade or sunlight preferred? Is wind a factor?
- Distance from the restrooms and water should be considered.

### B. Decide where to pitch the tent.

If there is no existing pad, look for a place that is level. Fill in depressions and move stones, tree cones, or other bumps. Avoid low spots that may collect water if it rains. Avoid putting your tent on top of vegetation.

### C. Pitch the tent.

Organizers should practice setting up their tents before the program so that they can do it quickly once participants arrive at the campsite. The ground cover should be put down first. The tent will go on top of this. The tent should be laid out next. The poles are assembled and inserted in the sleeves or clips. Once the tent pops up, the rain fly is attached. The rain fly should extend beyond the edges of the ground cover. Then the tent stakes are inserted into the ground.

### D. Set up the inside of the tent.

Participants should then inflate their sleeping pads and roll out their sleeping bags. Pillows, flashlights, water bottles, and anything else

needed at night should be placed nearby in the tent. Campers should keep a cap ready to help stay warm at night if it gets chilly.

### E. Set up your kitchen area.

Picnic tables work well as kitchens. Outdoor tables are not usually very clean, so picnic tables can be covered with a plastic table cloth if desired. One end of the table can be used as the work area, the middle for storage, and the other end for eating. Participants should place the stove at the working end with pots and utensils nearby. A water container may be placed on one of the benches so that any spills fall on the ground. A bag for garbage, as well as a bucket to collect wastewater, may be placed nearby. Wastewater from food preparation or dish washing should be dumped in the designated area. Water with food particles in it should not be dumped on the ground; it will attract animals. Food should remain stored in vehicles or, depending on the location, in the bear-proof containers provided.

### F. Take a tour of the campground.

Participants should take a walk to become familiar with the campground. Everyone should locate the nearest restroom, water supply, dishwater dump, and garbage cans. Boundaries should be established for how far children are allowed to explore from the campsite.

## II: BUILDING A FIRE

Safety comes first when building a campfire. Children should be closely supervised both when building the fire and any time it is burning. The following safety warnings should be kept in mind:

- NEVER build a fire near tents or other flammable items.
- NEVER use flammable fluids to start a fire.
- NEVER leave a fire unattended.
- Keep a bucket of water and a shovel nearby to extinguish the fire.
- Build a fire only as big as is needed.
- Make sure to completely extinguish fire. Scatter ashes or embers out. Sprinkle with water. Stir with a stick. Repeat. Drench charred logs. Repeat until everything is cold.
- Keep clothes and hair away from the flames.

Most campgrounds permit fires only in designated fire rings, and they may not allow campers to collect wood. Participants should verify that the collection of wood is permitted before they begin fire-building activities. Participants should never cut limbs from trees; and if permissible, they should use only woody debris that is already dead and on the ground.

Participants should clear the campfire location of all debris and avoid areas with overhanging branches. Wood should be gathered and stacked in separate piles away from the fire area. Green or freshly cut wood should not be used. There are three different kinds of wood needed for a successful campfire.

- **Tinder** – small twigs, wood shavings, leaves, grass, needles, or bark. This should start to burn immediately with a lighted match.
- **Kindling** – small sticks, one inch in diameter, or less.
- **Fuel** – larger wood that keeps the fire going.

Campfire builders should start with a few handfuls of tinder loosely piled in the center of the fire ring. Three or four kindling twigs should be stuck in the ground to form a teepee above the tinder. Small kindling twigs can be placed against the downwind side of the tinder. An opening should be left on the upwind side all the way to the center tinder where the fire can be ignited. Participants can continue to lean twigs around the teepee structure, working their way up to pencil-sized sticks, leaving plenty of air space between sticks. Three or four pencil-sized sticks can be poked into the ground to form a larger teepee structure. Some smaller fuel wood pieces can lean against this support structure. Additional small fuel wood and kindling should be ready in case it is needed. This method produces a fast flame and quickly falls into itself in a pile of coals. Once the teepee collapses, fuel wood can be laid around it like a log cabin or crisscrossed on top of the flames.

Whatever type of fire is selected, certain key considerations are important to keep in mind. It is recommended to identify in

advance where the fire will be lighted and to leave an opening to reach the tinder. The upwind side should be ignited first so the wind blows the flame into the fuel. Leaving air space between pieces of wood helps the fire to burn successfully. The fire should be built up, not out, by creating a higher pile of wood rather than a flatter pile.

### III: OUTDOOR COOKING

*Instructor note: The following information was conveyed in a series of conversations that the lead instructor conducted with campers during meal preparation and cleanup. Camp assistants or “sous chefs” worked to fill in wherever necessary during the activity, and reinforced the points discussed below in their conversations with camp families.*

Campground cooking can be a daunting task for families that have never cooked in the outdoors. Many of today’s generation have learned to cook in kitchens with microwave ovens and traditional stove tops.

What can be cooked over a fire or on a camp stove? How is outdoor food preparation and cooking different from at home? What fun things can be done with outdoor cooking that can make the camping experience fun and unique? This portion of the program focuses on the following areas:

#### A. Alternatives for Cooking or Heating Food

Safety Precaution: Children should always be supervised when near fire or a hot stove. Never light a camp stove indoors or allow children to light a stove without supervision. Stoves can remain hot, even after extinguishing, so do not let children touch or play with stoves.

1. Campfire
  - a) Flame versus coals
  - b) Cooking tools for fires (grates, Dutch oven, aluminum foil, sticks, etc.)
2. Camp stove (propane)
  - a) A camp stove offers cooking similar to a home stove top, without the benefit of full temperature control. In addition, the stove can serve as a grill for cooking burgers, hot dogs, etc. Griddles and pots work well and are useful for preparing a variety of foods. A negative aspect of camp stove cooking is that one must have



Campers learn that quick and easy meal preparation allows for more time to explore the park and enjoy the natural environment.

propane fuel canisters (and a backup just in case) and properly dispose of propane canisters once empty. As with a traditional fire, the stove requires lighting with a match.

- b) Some parks now ban propane canisters because they are difficult to dispose of and are not environmentally preferable. A new generation of white alcohol camp stoves is emerging and should be considered.

#### **B. Food Storage and Safety**

1. Keeping food safe from spoiling is an important element of camping. Keeping perishable foods fresh usually means using a cooler with ice or ice blocks. In warmer months, campers should plan to use perishable items for first meals of each camping trip.
2. At many national parks, animal-proofing stored food is important. Bears are

especially drawn to the scent of food. In parks that provide bear habitat, food should NEVER be kept in tents. If campers must store food in a vehicle, it should be placed in a cooler in the trunk. Bear-proof storage canisters are provided by many parks and should be used for all food storage.

3. To keep food fresh and dry, campers should store food in resealable bags.

#### **C. Menu Planning—Creative Ideas for Foods While Camping**

1. Pre-planning meals makes camping more fun. Campers can limit packing for their trip by sorting meal ingredients ahead of time and putting them in a labeled resealable plastic bag with the name of the item and which meal it will be used for. Organizers should only pack as much of each ingredient as will be needed.
2. Nutrition should also be considered when camping. If campers plan to walk

or hike in the park, they will need energy from carbohydrates and protein.

3. Campers should know what they are eating—participants should be discouraged from collecting plants, nuts, mushrooms, and fish from the park. Campers should know the rules about collecting plants and fishing regulations before camping.
4. No-Cook Options
  - a) Campers do not need to have a fire or a stove to have an enjoyable camping trip with their family. Many items are readily available that can be consumed without cooking or cold storage. Examples include toaster pastries, bagels, cheese sticks, nuts, peanut butter, honey, jerky, and granola bars.
5. Campers can make outdoor cooking fun for the whole family. Kids should be involved in selecting items they not only enjoy eating, but will also have fun making themselves.

#### **D. Supplies for the Camping Kitchen**

1. Supplies for cooking outdoors should be sturdy, especially if they will be used with fire. Plastic cooking supplies should be avoided around fires as they may melt. Good materials to consider are stainless steel and cast iron.
2. Glass should not be used around cooking areas, as glass is prone to breaking.
3. Consideration should be given to supplies for preparing, eating, and cleaning up after each meal. Having a menu planned in advance of the trip will help determine these basic necessities.

#### **E. Water Purification**

1. Water in frontcountry camp sites is generally considered safe to drink unless otherwise posted. Campers should use caution when collecting water from a natural source such as a river, lake, or stream. Water taken from these sources should be purified before consuming to prevent harmful germs from ruining the campout. *E-Coli* and *Giardia* are the primary concerns and can cause severe stomach illness and even death.
  - a) The primary methods for sterilizing water are boiling, filtering, and chemical treatment. Special filters

can be purchased where camping supplies are sold. Water treatment tablets are also available, but can cause the water to taste bitter.

- b) If water is purified by boiling, campers should make certain the water comes to a rolling boil for several minutes to ensure that germs are killed.
  - c) Water filtration systems are available, but costly. They are most ideal for backpacking since it takes time for the water to filter.
2. If the campground does not provide a source of water, campers should plan to bring enough bottled water for the entire trip. CAMP program participants will need water for drinking, cooking, and cleaning.

#### **F. Cleanup and Disposal**

1. Sterilizing dishware
  - a) Before using dishware, campers should make sure it is clean. Before leaving from the camping trip, participants should clean all supplies so they are ready for the next outing.
  - b) Cooking utensils, dishware, and cups should be cleaned in warm water with a small amount of biodegradable dish detergent.
2. Appropriate disposal of garbage and leftover food
  - a) Campers should try to plan in advance how much food will be needed to minimize waste.
  - b) CAMP program participants should properly dispose of all trash and leftover food. Campers should be instructed that dirty water should never be dumped near a body of water (at least 200 feet away is recommended), and if one must spread dirty water, it should be spread over a large area.
  - c) Some campgrounds have dishwater disposal basins near the restroom facilities.
  - d) Food leftovers or trash must be properly disposed of in campground waste containers or packed and taken home for disposal.
  - e) CAMP program participants should work to recycle steel, aluminum, glass, and plastics if possible.



Park rangers assist with CAMP program activities and provide role models for youngsters who are just starting to learn the importance of the national parks.

#### IV: CAMPGROUND ETIQUETTE

*Instructor note: During this section of the program, we asked a park staff member to deliver this portion of the program as part of the campground tour because they had park-specific information. Involving other staff members is a recommended way to build parkwide support.*

A campground is like a small village, and on the first visit, a new camper may feel like a stranger in a foreign country. What are the rules? How do people expect you to behave? Will you do something that is considered rude without meaning to? Here are some guidelines that will have a new camper feeling like a native in no time!

- Participants should be considerate of other campers. Campers should not walk or run through others' campsites or stare while walking by.
- Noise levels should be kept low. Campers should not play loud music. Music

should be audible in the immediate campsite only. Most campgrounds have quiet hours. Voices should be kept down in the evening when other campers may be trying to sleep.

- Pets must remain under control. Dogs should be leashed. Campers should not leave pets unattended at the campsite. Campers should not let dogs disturb other campers by excessive barking.
- Campers should keep a tidy camp. This will keep animals from becoming a nuisance to participants and other campers. Dirty dishes, food, and garbage will all attract bears and other animals. Food should be stored in a cooler or other food containers. If campers are going to be away from the campsite or asleep, everything should be placed in the bear-proof containers provided or in a vehicle. Campers should wash dishes and dispose of wastewater properly. Most campgrounds have a designated spot for wastewater. Campers should

not dump water with food scraps in it on the ground. Garbage should be placed in trash cans. Campers should always leave the camp cleaner than when they arrived.

- Participants should be aware of any other park-specific safety information key to a successful visit (poison ivy, fishing, water safety, resource concerns, etc.)

#### **V: MEMORY BOOK ACTIVITY**

A memory book may be used throughout the weekend by participants to record their thoughts, ideas, impressions, and important things they want to remember. Instructors can incorporate the journals into their sessions to reinforce the value of a journal as a tool. The memory book serves as the campers' special keepsake of the CAMP program. The closing activity may involve campers receiving photographs taken during the weekend and adding them to their books. A complete lesson plan can be found in Appendix D.

#### **A. Basic Tools and Supplies**

- **Album:** It is recommended that an album be made of lignin- and acid-free buffered paper (the paper will not fade or discolor). Buffered paper prevents a chemical interaction between photos, glues, and inks. Size should also be considered. Since campers may carry the books in their day packs, pilot program organizers chose an 8.5- by 6.75-inch, spiral bound album that was small enough to carry and large enough to hold standard 4- by 6-inch photographs.
- **Adhesives:** Organizers should use adhesives labeled "photo-safe." "Dry" glue sticks work well for adhering paper to paper. Wet adhesives are advised if pasting other materials (wood or plastic to paper).
- Number 2 pencils
- Colored pencils
- Art gum eraser
- Pencil sharpener in a small, resealable plastic bag (to prevent trail litter)
- Clear plastic pencil cases so that campers have the art supplies with them during camp activities
- Child-safe scissors (straight edged)
- Transparent ruler

#### **B. Budget**

The memory book component of the CAMP pilot program cost \$525. Basic supplies are readily available from a wide variety of sources.

- Supplies for the creation of 11 art kits (*see list of supplies identified previously*)—10 kits to be shared between camper family members and one demonstration kit for the instructor.
- Thin foam to create 11 sets of stencils
- 26 journals—this can be the most expensive purchase.
- Card stock for photo mounting and some specialty printed paper to add decorative elements
- Containers to hold art supplies, journals, and paper
- The cost of the reproduction by a local vendor of 4- by 6-inch photographs taken by CAMP photographers. Pilot program organizers planned on four to six photographs per participant. Using a park digital camera is recommended for this activity.

#### **C. How to Get Started**

Campers receive their memory books and art supplies at the onset of the program. They are asked to keep the book with them throughout the duration of the weekend. The concept of the memory book is introduced by either the camp leader or someone from the Memory Maker team. Campers may have time designated each day to work on their memory books.

- Organizers should brainstorm with the campers about journals or scrapbooks. Camp staff should use known examples of past historical journals as a guide.
- Staff may provide visual examples of completed scrapbooks or journals from a wide range of sources to establish the context of how campers may make their own memory books.
- Organizers may assign volunteer photographers to photograph campers in action during the CAMP program for inclusion of photographs into the memory book.
- Organizers should designate areas for campers to work on their memory books; a dry location such as tent-covered tables in the event of precipitation is recommended.



Campers are provided materials to make their own memory book, which serves as a journal, sketchbook, photo album, and keepsake of their park experience with family and new friends.

## VI. CAMP STAFFING REQUIREMENTS

Staffing requirements will vary according to number of campers. When hosting a CAMP program, uniformed NPS rangers, cooperating association volunteers, and other park partners may provide staffing options. Planners should consider that this is a 24-hour program and some of the CAMP staff will need to camp with participants. Because the circumstances can be so different for every park, it is difficult to recommend a certain number of staff per participant.

What is encouraged?

- Organizers should have enough staff to lead the CAMP program.
- Planners should have additional “behind-the-scenes” staff for logistical support.
- For the first CAMPout, organizers should plan to provide extra staffing, or at least some additional personnel on “stand-by,” should needs arise.

Unforeseen activities prove plentiful and some may be unexpected, such as obtaining additional camp stove fuel if necessary, picking up forgotten supplies, hauling food and ice chests, setting up tarps if it rains, etc. No matter how prepared organizers are, there will be a need for “go-fers.”

### A. Staff Roles for Preparation of CAMPout

This description is based on the SEKI pilot project done by the MLMDP. It provides a description of staff structure and the associated tasks to be completed for a successful CAMPout. A camp leader served as the pre-camp and on-site camp coordinator. Three teams—“Camp Hosts,” “Sous Chefs,” and “Memory Makers” attended to all logistics before and during the program. The continuity of assignments by activity helped to make the event function smoothly. A team captain led each work group and communicated any needs to the camp leader.



A check-in station at the park campground provides a place for families to obtain orientation information before beginning CAMP activities.

Opposite: CAMP program participants learn much more than how to camp. Many enjoy their first opportunities to see birds such as this acorn woodpecker or to go hiking and encounter other park resources.

PHOTO BY DAN NG

### B. Camp Leader

Many people are involved in the planning and delivery of a CAMP program, but the “camp leader” is responsible for the overall program. This individual hosts the opening and closing activity and serves as the point of contact for any issues or concerns that arise during the event. The camp leader keeps camp activities happening according to schedule and maintains organization so that all participants enjoy a successful event.

### C. Camping Hosts

These staff members shop for stove fuel and any other last-minute purchases on Thursday before the event begins. Camping hosts also help pick up gear from the park and sort and organize it on Friday. Hosts assist families with tent set-up and the session on fire building. Hosts are expected to help families build fires on Sunday morning and to help them break camp on Sunday. The last responsibility of camp hosts is to clean campsites and store gear after the program.

### D. Sous Chefs

These camp kitchen specialists shop for food and kitchen supplies on Thursday before the event begins. They sort and organize food and supplies on Thursday. Sous chefs

learn how to make recipes at a cooking demo on Friday morning and assist during dinner preparation Saturday. Sous chefs assist families with breakfast preparation on Sunday and help with cleanup (heat water and organize family crews). They assist in the session on stove lighting and help families light stoves on Sunday morning. Sous chefs also prepare bag lunches for participants on Sunday and help clean and store gear after the program.

### E. Memory Makers

Those involved in preparing the memory book activity create arrival and “take-away” participant packets from assembled materials. They do any final shopping for art supplies on Thursday before the arrival of participants. Those on the Memory Makers team staff the check-in table and meet and greet campers. The Memory Makers team takes photographs of participants for participant journals and for future use throughout program. They are responsible for selecting and printing pictures to give to participants on Sunday morning. Team members help introduce the memory book activity to the group and assist with the closing activity when participants work on their memory books.

## **F. Schedule for CAMP Program Preparations**

### **Wednesday**

**8:00 a.m. Group Meeting to Organize for Thursday**

### **Thursday**

**8:00 a.m. Meet and Commence Shopping**

**Group 1:** Sous Chefs purchase food and remaining kitchen supplies.

**Group 2:** Camping Hosts purchase propane for stoves. Hosts are joined by Memory Makers to purchase art supplies.

**1:00 p.m. Assigned Duties**

**Group 1:** Sous Chefs organize food for the campout, wash all kitchen supplies, season cast iron, and sort and organize cooking gear.

**Group 2:** Camping Hosts collect camping gear from park, set up tents, test stoves, and collect or purchase firewood and fire-starting materials.

**Group 3:** Memory Makers obtain a table from the park for check-in; compile welcome packets, name tags, and pens; make any copies needed by instructors; and practice using cameras.

### **Friday**

**8:00 a.m. Transport all equipment and supplies to campground.**

**8:30 a.m. Tour Campground**

**9:00 a.m. Tent Set-up Demonstration**

**10:00 a.m. Stove Use Demonstration**

**10:30 a.m. Fire-building Demonstration**

**11:00 a.m. Cooking Demonstration**  
(Practice cooking recipes, which can be eaten for lunch.)

**Noon Lunch**

**1:00 p.m. Relax and Visit the Park**

## **G. Program Cleanup and Review**

CAMP program staff have the following duties after the campers leave:

- Return equipment to park storage area. An area in the park may be needed to dry out the material if it is wet.
- No supplies should be put away if damp because they will mold.
- Inventory non-perishable supplies and equipment and note replacement needs.
- Wash and put away sleeping bag liners.
- Conduct a program review following the delivery of each weekend program to incorporate lessons learned. Consider developing an evaluation instrument to guide this discussion, for consistency in ongoing program evaluation.
- Send camper evaluations to participants one month after the program to seek their feedback, adding to lessons learned. In a cover letter to participants, ask them if they would be interested in volunteering to help with future CAMPouts since they have become skilled campers.





*Ensure that support staff is properly involved in advance so that they know their roles and have the opportunity to contribute ahead of time (feel more vested in the project).*

## Lessons Learned

People learn by doing. When conducting the initial CAMPout, organizers learned a number of important lessons to share:

- Ensure that support staff is properly involved in advance so that they know their roles and have the opportunity to contribute ahead of time (feel more vested in the project).
- Initiate registration and recruitment of participants earlier (possibly two months in advance).
- Schedule breaks or relaxation time for the participants to do whatever they would like to do. This offers them an opportunity to reflect on park values.
- Always have bad weather contingency plans.
- Do not assume anything.
- Teach and practice “Leave No Trace” principles as feasible.
- Have newspaper available for fire starting.
- When in a remote location, it may not be practical to have photos developed during the campout by a local vendor. Photographs may have to be sent to campers later with the program evaluation.
- Having rangers in uniform for the program has positive and negative aspects. When no campground rangers are in the vicinity, park visitors gravitate toward uniformed CAMP participants to resolve issues, distracting from CAMP activities.
- Do not place the registration table at the campground entrance; it should be placed in one of the camping sites used by the group. It was confusing for regular visitors wanting to register for campsites.
- Start at 10 a.m. or 11 a.m. on the first day to provide more time for activities and personal time for campers.
- Do not skimp on food. Food quality and the fun of preparing it is very important to participants.
- Consider a cross-division park planning team.
- Practice a Memory Maker session.
- If possible, conduct separate campfire programs for the group rather than having them go to the park general program. It worked very well to have time for participants to focus on the significance of national parks.
- A group campsite is recommended, if it is available.



Opposite: CAMP program staff members greet participants as they arrive for check-in.

Right: Park presentations such as safety talks allow families to learn more about protecting and preserving national park resources.



*Reconnecting our nation's youth and families to nature through outdoor experience and recreation is a nationally recognized need.*

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Opposite: Creating a memory book allows CAMP program participants an opportunity to reflect on the meaning of their national park experiences through writing, drawing, and photography.

Right: Black bear cub  
PHOTO COURTESY WWW.FIRSTPEOPLE.US

# Appendix A: Partnership Agreements

Listed below is a general outline of materials that can be used in establishing a partnership agreement between the National Park Service and external organizations. This material is being presented in brief and should not be considered as a finished product. The intent of the outlined materials is to help establish the fundamental framework needed to create an agreement. Please consult with your park and regional partnership offices for additional guidance when pursuing a formal partnership agreement.

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## Introductory Paragraph:

The introductory paragraph of a General Agreement states what the partnership is about. It also restates the names of the parties to the agreement (including their abbreviated versions).

### I. Legal Authority:

This section lists the legal authorities NPS is relying on to support the actions it will take pursuant to the General Agreement. Where our partner is congressionally chartered, the partner's legal authorities should also be listed in the legal authority section. If the partner is a nonprofit entity this section should reference the status of the nonprofit and the State or Commonwealth in which it is incorporated or organized and doing business.

The underlying law providing the NPS the legal authority for an action, as opposed to its implementing regulation, is cited in this section. Usually the citation is expressed as a section of the United States Code where laws governing the National Park Service and National Park System are codified. Alternately, if the Public Law is known it may be cited. The most common citations are:

**16 U.S.C. § 1-3 – General Authority to Take Actions That Promote and Regulate Units of the National Park System** – The NPS Organic Act directs the Secretary of the Interior to promote and regulate national Park System lands by such means and measures as to conform to the fundamental purpose of such lands, namely conservation of the scenery and natural and historic objects and wildlife therein, and to provide for the enjoyment of these resources in a manner and by such means as will leave them unimpaired for the enjoyment of future generations.

**16 U.S.C. § 6 – General Authority for NPS to Accept Donations** – The Secretary of the Interior is authorized to accept patented lands, rights-of-way over patented lands or other lands, buildings, or other property within the various national parks and monuments, and moneys which may be donated for the purposes of the national park and monument system.

In addition, the relationship described in many General Agreements includes the volunteer activities by membership and the board of directors. In that case, the following citation would be included in the authorities:

**16 U.S.C. 18g-j – Acceptance of Volunteer Services** – The Secretary of the Interior is authorized to recruit, train, and accept the services of individuals without compensation as volunteers for or in the aid of interpretive functions, or other visitor services or activities in and related to areas of the National Park System. Such volunteers may not be used for hazardous duty or law enforcement work or in policy making processes or to displace any employee. A special exception allows the acceptance of the services of individuals that the Secretary determines “are skilled in performing hazardous activities.”

This list is by no means exhaustive. Many parks have specific statutory authorities that allow or mandate certain activities and relationships to occur and these specific authorities should also be cited in this section. The Department of Interior's *Partnership Legal Primer* contains a partial list of additional legal authorities NPS may rely on to enter into General Agreements. The section on NPS authorities is quite extensive and lists most of park-specific authorities. The NPS section of the *Partnership Legal Primer* can be found on the Department of the Interior's Partnership web page:

It is advisable to consult Regional Office Partnership Coordinators early in the process of considering any partnership relationship. They can help identify the appropriate authorities or bring in the Regional Solicitor's Office where necessary to help NPS and its potential partner identify legal authorities and understand what is legally possible.

## **II. Definitions:**

If applicable, include a definition section to define terms of art, critical terms, etc., which will be used in the agreement.

## **III. Background and Objectives:**

As a general rule, relevant background information and the objectives of the parties are identified and explained through a series of clauses at the beginning of a General Agreement. These clauses should concisely convey the relevant context, history and facts underpinning the General Agreement. Additionally, they should convey the intent of each party entering into the General Agreement and educate the reader.

While there is technically no limit on the length of the Background and Objectives section, if there is more than a page and a half of explanatory clauses the section should be reviewed to determine if unnecessary information is included.

## **IV. Responsibilities and Understandings of the Parties:**

The Responsibilities and Understandings section of a General Agreement sets out what each party agrees to do. NPS and its partner will want to state common understandings or make commitments to jointly undertake certain actions. These joint understandings and commitments should be captured in a separate subsection labeled "NPS and the Partner jointly agree to:" One example of a provision that could be contained in this section is a process for consultation, coordination, and dispute resolution.

### **B. NPS agrees to:**

- Authorize NPS employees to undertake the following activities to support the efforts of the partnership.

### **C. Partner agrees to:**

- Comply with the terms of applicable laws, regulations and Government policies.

## **V. Term of Agreement**

The term of a General Agreement should not exceed a term of 4 years. General Agreements may be renewed for additional periods of up to 4 years if agreed to by the parties in writing prior to expiration of the agreement.

## **VI. Termination and Expiration**

The termination and expiration section of a General Agreement addresses: 1) a party's ability to terminate the agreement; and 2) what happens to funds or property either held by the partner for the benefit of NPS or owned by NPS upon termination or expiration of the agreement. Barring unique circumstances, either party should be able to terminate a General Agreement with notice to the other party. Notice periods typically run from 30 to 90 days

and may include a requirement that the parties meet in an attempt to resolve outstanding issues that may have resulted in the notice of termination.

**A. Termination:**

Termination clauses would typically be incorporated into any agreement. The parties would determine which to use based on an assessment of facts in consultation with legal council.

**B. Expiration**

All General Agreements must spell out how assets obtained by the Partner in furtherance of this Agreement will be disposed of in the event either partner or the partnership dissolves. The Partner's Articles of Incorporation will provide guidance on this matter; however it is critical that assets be disposed on in a manner that preserves the donor's expectations, the intent of this agreement, and the purposes for which the partner incorporated. In some cases it may be necessary to amend the Partner's Articles of Incorporation to ensure consistency with this paragraph.

**VII. Key Officials:**

List the names and contact information of Key Officials of each organization responsible for administration and implementation of the agreement. Provide that the parties should be notified if a Key Official changes.

Key Officials play a very important role in ensuring smooth implementation of fundraising agreements. Therefore, consideration should be given to whether the Key Official has the time and expertise needed to discharge this function. The Key Official should generally be the party primarily responsible for maintaining the partnership.

**VIII. Liability and Insurance:**

Recognize that the type and amount of insurance coverage required of partners should be determined by risk. Therefore, where a partner will not be undertaking activities within park units no insurance is required.

Lastly, NPS does not require state or local governments to acquire insurance. These entities, like NPS are considered self-insured.

**IX. Accounting and Reports**

General accounting clauses can be included into almost any General Agreement and are designed to account for donations held by a partner for the benefit of NPS. NPS may want to include additional reporting requirements on a case-by-case basis.

## **X. Required and Miscellaneous Clauses**

- A. Non-Discrimination
- B. NPS Appropriations
- C. Prior Approval
- D. Compliance with Applicable Laws
- E. Disclaimers of Government Endorsement
- F. Release of Information
- G. Merger
- H. Modifications
- I. Waiver
- J. Counterparts
- L. No Lobbying for Federal Funds
- M. Member of Congress
- N. Agency
- O. Non-Exclusive Agreement
- P. No Third-Party Beneficiaries
- Q. Survival
- R. Partial Invalidity
- S. Captions and Headings

## **XI. Signatures**

### **Resources:**

Directors Order #21  
National Park Service Partnership Offices  
National Park Service Partnership Council  
Regional Partnership Offices

### **Reference:**

WASO Partnership Office  
National Capital Regional Partnership Office  
Northeast Regional Partnership Office

## Appendix B: Sample Participant Recruitment Letter and Release Forms

Dear \_\_\_\_\_:

Congratulations. Your family has been selected to participate in the National Park Service's CAMP (Camping Adventure with My Parents) program! This program is designed to teach families basic camping skills and introduce them to camping in national parks.

Camping is not something you do spontaneously. It's more enjoyable if you know what to expect and how to do it properly. The first step to having a successful camping experience is to know what equipment you should have and how to use it. We know you will have questions like these: What gear do I need to get? What food should I bring? How do I cook the food? What kind of wild animals could I encounter? How do I pack? What sort of activities can I do while camping? How do I start a campfire? This program will answer these questions and provide you with information on how to plan your own camping trips in the future.

Please plan to meet at the Potwisha Campground in Sequoia and Kings Canyon National Parks at 11:30 A.M. on Saturday, March 1. We have activities scheduled through noon on Sunday, March 2. Please plan to stay for the entire program. See the attached agenda for planned activities. A park entrance pass has been included in the packet. Please stop at the entrance station and show it to the ranger each time you enter and exit the park.

Your camping equipment and food will be provided. We will work together to create fun meals and snacks. We are currently planning the meals for the trip. Please call or e-mail me by Friday, February 22, to let me know if anyone in your family group has food allergies that we need to be aware of.

The elevation of Potwisha Campground is about 2,100 feet and it is usually snow-free. The evenings can be chilly, so bring jackets and warm clothes. Daytime temperatures have been ranging from 40 to 65 degrees. We do have an indoor area available in case of rain. Just a reminder: if anyone in your family has asthma or bee allergies, please remember to bring appropriate medications.

The National Park Service will take photos for documentation of our program and for future promotional materials. Please have each member of the family sign the enclosed release form and return it in the enclosed envelope.

Directions: Take Hwy 198 East to the entrance of Sequoia National Park. Show your pass at the entrance station. Proceed up the road 3.8 miles. Potwisha Campground will be on your left. Note: please give yourself plenty of time to drive to the park. The roads are curvy and the speed limits are lower than in the valley.

This CAMP program is being presented by the National Park Service's Mid-Level Management Development Program. The instructors are rangers who work in all regions of the country, including Alaska. CAMP will be repeated at Sequoia National Park early this summer followed by similar programs at Mt. Rainier and other parks throughout the summer. I am proud that my park was chosen for the first program.

On Sunday, after the program has ended, you are welcome to take the opportunity to drive to the Giant Forest and Lodgepole to see the giant sequoia trees. This is a higher elevation, so you will encounter snow and your vehicle may require need chains to get there.

We are looking forward to a weekend of fun, laughter, and new adventures in the national park. If you have any questions, please call me at (559)565-3130 or at (559)786-3344 or e-mail at Colleen\_Bathe@nps.gov.

Sincerely,

Colleen Bathe  
Chief of Interpretation and Cultural Resources

**Enclosed:**

Map of Sequoia and Kings Canyon National Parks  
Medical/Liability Release Form  
Photo Release Form  
Draft Agenda  
Camp Equipment List (what we provide, what you bring)

**Do not bring:**

Alcohol/Illegal Drugs  
Weapons  
Electronic media such as DVD/Radio/MP3/Video Games (please keep cell phones off)

---

**Sample Participant “To Bring” List**

Organizers should recommend that participants bring the following:

- Pillow
- Clothing suitable for outdoors and clothes to sleep in (appropriate for time of year)
- Bug spray/sunscreen (if appropriate for location of campout)
- Sunglasses
- Warm hat/gloves/jacket
- Rain gear
- Comfortable shoes for walking and socks
- Personal camera if you have one you want to bring
- Medications
- Essential personal toiletries (note if there are no shower facilities)
- Young child needs (formula, bottles, diapers)
- Day pack (optional)



## NPS Camping Adventure with My Parents (CAMP)

### PARTICIPANT INFORMATION AND EMERGENCY CONTACT

Your Name: \_\_\_\_\_

#### EMERGENCY CONTACT

Name: \_\_\_\_\_

Relationship to you: \_\_\_\_\_

Their address: \_\_\_\_\_

Home phone: \_\_\_\_\_ Work: \_\_\_\_\_ Cell: \_\_\_\_\_

#### EMERGENCY CONTACT (additional)

Name: \_\_\_\_\_

Relationship to you: \_\_\_\_\_

Their address: \_\_\_\_\_

Home phone: \_\_\_\_\_ Work: \_\_\_\_\_ Cell: \_\_\_\_\_

Do you have P.E. restrictions/note? \_\_\_\_\_ If yes, what for?

What medications are you on? (Bring one extra dosage of your medication just in case)

Do you have asthma? \_\_\_\_\_ If yes, please have two inhalers.

Are you diabetic? \_\_\_\_\_ How do you treat yourself for this condition?

Have you had problems at high elevations before? \_\_\_\_\_

Are you allergic to bees? \_\_\_\_\_ If so, how do you react? \_\_\_\_\_

If you are allergic to bees, what medications are you bringing? \_\_\_\_\_

What food allergies do you have?

\_\_\_\_\_

How do you react? \_\_\_\_\_

What should be done if you have a reaction? \_\_\_\_\_

Have you had seizures before? \_\_\_\_\_ When was your last attack?

Describe the type of seizure:

What other information needs to be known in the event of a medical emergency?

Are there any restrictions for treating you in a medical/backcountry emergency?

Clinic or doctor's name: \_\_\_\_\_

Address: \_\_\_\_\_

Their phone number \_\_\_\_\_

The information collected on this sheet is purely informational, to be used by a certified Wilderness First Responder in a wilderness setting. It does not void the Release of Liability form signed by participants and approved guardians. Guardians should initial here that they understand this: \_\_\_\_\_

For more information, please contact:

Colleen Bathe, [colleen\\_bathe@nps.gov](mailto:colleen_bathe@nps.gov) 559-565-3130



### Camping Adventure with My Parents (CAMP) NPS Release and Waiver of Liability

Please read the following carefully. By registering for a seminar, program, or activity, I acknowledge acceptance of this waiver. I am aware that the courses or activities that I am participating in include certain risks including but not limited to bodily injury, death, illness, loss or damage to personal property and other safety-related dangers. I understand that the unique character of the program include certain risks that cannot be eliminated. I assume responsibility for my own safety and loss or damage to personal property. I understand that I am responsible for providing my own personal health and accident insurance. The National Park Service (NPS) has provided me with information pertaining to the risks involved and I am voluntarily participating in these activities. I acknowledge other dangers not mentioned may exist I release and hold harmless NPS, its employees, staff, board of directors, members, instructors, volunteers, and their representatives from any and all claims as a result of my participation in these activities. I understand instructors may be required to make decisions under difficult circumstances and I give permission for instructors, staff and emergency personnel to make necessary first aid decisions in the event of accident, injury or illness. I understand activities may involve remote locations where communication and transportation are difficult and I understand instructors may not possess the required training or equipment to handle incidents which may occur. In the case of injury, accident, illness or inability to complete these activities I will bear the full cost of any additional transportation or evacuation procedures performed by the National Park Service or other personnel and equipment. I agree to reimburse the NPS for any damage to their equipment if I fail to take reasonable care of the equipment placed in my care. I understand the registration cancellation policy and that I will not be reimbursed if I fail to complete a course or activity. I understand NPS reserves the right to cancel or change activities without prior notice and reserves the right to cancel the registration of any participant it determines fails to meet the requirements for these activities. My participation in this program or activity is purely voluntary. I agree to allow NPS the use of my name and likeness from photograph, digital image, or video taken during these activities to promote NPS activities or to create sales items. I agree to allow NPS to use any written materials, testimonials, artwork, video, or photographs I produce as part of this activity/program that I submit to NPS to promote NPS activities or to create sales items and I consent to and authorize such use without restrictions. **I understand the physical requirements of participation in these activities and affirm I meet these requirements.**

\_\_\_\_\_  
Name

\_\_\_\_\_  
Signature Date

A parent or guardian must also sign if the participant is a minor. As the parent or guardian of the minor participating in this activity I acknowledge I have read and understand the release and liability waiver and accept full responsibility for the participation by the minor.

\_\_\_\_\_  
Guardian's name

\_\_\_\_\_  
Signature Date

Emergency Contact Name \_\_\_\_\_

Phone number day/evening/cell) \_\_\_\_\_



## Photo Release Form

I hereby grant the National Park Service permission to use my likeness in a photograph in any and all publications for Government or nongovernment purposes, including web site entries, without payment or any other consideration in perpetuity. I understand and agree that these materials will become the property of the National Park Service and will not be returned.

I hereby irrevocably authorize the National Park Service to edit, alter, copy, exhibit, publish or distribute this photo for purposes of publicizing the National Park Service's programs or for any other lawful purpose. In addition, I waive the right to inspect or approve the finished product, including written or electronic copy, wherein my likeness appears. Additionally, I waive any right to royalties or other compensation arising or related to the use of the photograph.

I hereby hold harmless and release and forever discharge the National Park Service from all claims, demands, and causes of action which I, my heirs, representatives, executors, administrators, or any other persons acting on my behalf or on behalf of my estate have or may have by reason of this authorization.

I am 18 years of age or older and am competent to contract in my own name. I have read this release before signing below and I fully understand the contents, meaning, and impact of this release. I agree to indemnify and hold the Government harmless for any and all losses, claims, expenses, suits, costs, demands and damages or liabilities on account of personal injury, death, or property damages of any nature whatsoever and by whomsoever made, arising out of the photographed activities in which I am taking part.

Signature/Date

\_\_\_\_\_

Printed Name/Date

\_\_\_\_\_

Address

\_\_\_\_\_

City

State

Zip Code

\_\_\_\_\_

Phone

If the person signing is under age 18, there must be consent by a parent or guardian, as follows:

I hereby certify that I am the parent or guardian of \_\_\_\_\_, named above, and do hereby give my consent without reservation to the foregoing on behalf of this person.

Parent or Guardian's Signature/Date

\_\_\_\_\_

Parent or Guardian's Printed Name/Date

\_\_\_\_\_

**Privacy Act Statement:** This information is provided to comply with the Privacy Act (PL 93-579). 5 U.S.C. 301 and 7 CFR 260 authorizing acceptance of the information requested on this form. The data you furnish will be used only to provide the National Park Service with contact information pertaining to this release form.



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Por el presente otorgo al Servicio Nacional de Parques (National Park Service) permiso para usar mi imagen en una fotografía en toda y cualquier publicación, para fines que estén o no relacionados con el gobierno, entre ellos inclusión en sitios de Internet, sin paga de tipo alguno, a perpetuidad. Comprendo y acepto que estos documentos pasarán a ser propiedad del National Park Service y no serán devueltos.

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Por el presente eximo de responsabilidad y dispenso para siempre al National Park Service de todo reclamo, demanda y causas de acción legal que yo, mis herederos, representantes, albaceas, administradores u otras personas actuando a mi favor o a favor de mis herederos tengan o puedan tener debido a esta autorización.

Tengo 18 años o más de edad y tengo la capacidad de celebrar un contrato a nombre propio. He leído este permiso antes de firmar abajo y comprendo plenamente el contenido, significado e impacto de este permiso. Acepto indemnizar y eximir al gobierno de toda responsabilidad por cualquier y toda pérdida, reclamo, gasto, litigio, costo, demanda y daño o responsabilidad debido a daños corporales, defunción o daños a la propiedad de cualquier carácter en absoluto y causado por cualquiera, que surja de las actividades de fotografiado en las que estoy participando.

Firma/Fecha \_\_\_\_\_

Nombre en letras de imprenta/Fecha \_\_\_\_\_

Dirección \_\_\_\_\_

Ciudad Estado Código Postal \_\_\_\_\_

Teléfono \_\_\_\_\_

Si la persona que está firmando es menor de 18 años, un padre o custodio debe otorgar permiso, de la siguiente manera:

Por el presente certifico que soy el padre o custodio de \_\_\_\_\_, arriba nombrado, y por el presente doy mi consentimiento sin reservas a lo anterior a favor de esta persona.

Firma del padre o custodio/Fecha \_\_\_\_\_

Nombre en letra de imprenta del padre o custodio/Fecha \_\_\_\_\_

**Declaración conforme a la Ley de Confidencialidad (Privacy Act):** Esta información se le proporciona para cumplir con la Privacy Act (PL 93-579), 5 U.S.C. 301 y 7 CFR 260 autorizando la aceptación de la información solicitada en este formulario. Los datos que proporcione serán utilizados únicamente para proporcionar al National Park Service información sobre cómo comunicarse con usted con relación a este permiso.

# Appendix C: Sample Menu and Recipes

## Saturday Lunch–“No-Cook Lunch Options”

- Bagels
- Peanut butter and jelly sandwiches
- Crackers and cheese spray or spread
- Tuna, deviled ham, and Vienna sausages
- Beef jerky
- “Walking” apple salad
- Cookies

## Saturday Dinner

- Chicken chili taco salad
- Hot dogs
- S’mores
- Popcorn

## Sunday Breakfast

- Omelet in a bag
- Sausage on a stick
- Pancakes
- Banana boats
- Fruit

## Sunday Bag Lunch

- Sandwich
- Chips
- Fruit
- Candy bar

## Snacks

- Fruit
- Trail mix
- Granola bars

**RECIPE 1**  
**CHICKEN TACO SALAD**

**Chicken Chili Ingredients:**

1 onion, diced small  
3 cans chicken  
1 can dark kidney beans  
1 can light kidney beans  
1 can diced tomatoes  
1 can chopped tomatoes with mild green chiles  
1 can tomato sauce  
1 package chili seasoning mix

**Preparation:**

Light camp stove. Spray stock pot with cooking spray (far away from stove fire). Place pot on stove top. Add diced onion and canned chicken. Brown lightly. Drain beans and diced tomatoes. Add drained beans, diced tomatoes, tomato sauce, canned chopped tomatoes, and chili seasoning. Stir. Bring to a boil and simmer for 20 to 30 minutes, stirring occasionally.

**Preparation for Other Ingredients for Salad:**

Tortilla or corn chips  
Shredded lettuce (chop and place in large bowl)  
Diced fresh tomatoes (chop and place in small bowl)  
Black olives (place in small bowl)  
Sour cream  
Salsa  
Shredded Mexican cheese

**Make Your Own Taco Salad:**

Layer ingredients you like on a plate. Suggest starting with lettuce and chips, then adding chili and the remaining toppings of your choice.

Each batch makes enough for about 10-12 people.

---

**RECIPE 2**  
**OMELET IN A BAG**

**Ingredients:**

Eggs  
Shredded cheese  
Diced onion  
Other toppings of your choice (salsa, olives, whatever you can find!)

**Instructions:**

Fill stock pot two-thirds full with fresh water. Bring to a boil over camp stove.

Open a quart size resealable plastic freezer bag, wrap it around your mug, and crack one to two eggs. Add cheese and other toppings of your choice. Seal the bag. Take the bag and with both hands, smash the contents so that the eggs are blended and the fillings are incorporated. Push out all the extra air, reseal the bag tightly, write your name on your bag with a permanent marker and carefully drop in the boiling water.

Use tongs to keep the bags away from the sides of the pot. Cook for 10 to 15 minutes. Remove the bags with tongs. Carefully open bag and enjoy your creation!

**RECIPE 3**  
**WALKING SALAD**

Core an apple, leaving the bottom of the apple in place. Fill apple with peanut butter and top with raisins.

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**RECIPE 4**  
**SAUSAGE ON A STICK**

Using pre-cooked sausage links, place thawed sausage on end of stick and wrap with canned breadstick dough. Cook slowly over campfire coals until the breadstick is browned and could easily slide off sausage. Sausage should be warmed through.

---

**RECIPE 5**  
**BANANA BOATS**

**Ingredients:**

Banana

Mini marshmallows

Chocolate bar divided in small pieces (or chocolate chips)

**Instructions:**

Tear off a piece of aluminum foil about six inches longer than your banana. Peel back the inside curve of the banana peel (but do not detach) and cut out a small wedge of the banana from end to end. Fill with a line of chocolate pieces and mini marshmallows. Fold the banana peel back over the opening. Tightly wrap foil entirely around the banana and place in the coals of the fire (or on camp stove). Bake for 10 to 15 minutes.

Be careful when removing the banana from the fire—use tongs or hot pads. Foil will be very hot!

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**RECIPE 6**  
**PANCAKES**

**Ingredients:**

Water

Dry pancake mix

Margarine

Syrup

**Instructions:**

In a large bowl, combine water and pancake mix as directed on packaging.

Over a hot camp stove, heat skillet until a water drop “dances” on the surface. Grease with margarine and ladle out pancake batter to make a circle about four inches around. When bubbles begin to form on top of the pancake, check the underside and flip the pancake with a spatula when golden brown. The second side will brown quicker, so check often. Serve with syrup and margarine.

# Appendix D: Memory Maker Lesson Plan

## MEMORY BOOK LESSON PLAN

*Instructor note: Can you remember a special experience you shared with others? At the time, did you write down what happened, take pictures, note who was there, and the important things expressed or felt? That is the purpose of a memory book. We wanted to provide the families who joined the Camping Adventure with My Parents (CAMP) program a personalized souvenir of their first camping experience.*

A memory book preserves one's personal history. It can include elements of many different types of books such as photographs, reflections, notes in a log, drawings while on a nature hike, etc. Most importantly, it captures the memories of its creator. Many people use the terms memory book and scrapbook interchangeably.

Scrapbooking is both an art and a science. Fortunately, scrapbooking is a very popular hobby; so there is an abundance of material available to help create a unique and successful activity. When creating a scrapbook or memory book, time and budget are the only limiting factors. Supplies are available at craft stores, office supply stores (in the "teacher's section"), and on some scrapbooking internet sites. However, an early word of warning: if the goal is to have campers create a keepsake, the selection of proper materials is critical. This is where the science comes in—choosing materials that are archival quality is important. The artistry comes through the instructor's creative approach. Of course, it is important to remember there is no right or wrong way to create a memory book—it is personal, it is their creation, and it is supposed to be fun!

CAMP staff can help campers create an attractive book by having sample page designs; show them how to have unifying thematic artwork throughout; and include activities throughout the camp, where participants take time to work with an instructor to create a page(s) to capture the important ideas just learned, experiences, thoughts or feelings.

## TOOLS AND SUPPLIES

### The Basics

- Album: An album may be made of lignin- and acid-free buffered paper (the paper will not fade or discolor). Buffered paper prevents a chemical interaction between photos, glues, and inks. Consider size. Since campers may carry the books in their day packs, we chose an 8.5- by 6.75-inch, spiral bound album that was small enough to carry and large enough to hold standard 4- by 6-inch photos.
- Resealable bag to protect album
- Adhesives: These should be labeled "photo-safe." "Dry" glue sticks work well for adhering paper to paper. Wet adhesives are advised if pasting other materials (wood or plastic to paper).
- Number 2 pencils
- Colored pencils
- Art gum eraser
- Pencil sharpener in a small resealable plastic bag (to prevent trail litter)
- Clear plastic pencil cases so that campers have the art supplies with them during camp activities
- Child-safe scissors (straight edged)
- Transparent ruler

### More Advanced Supplies

- Pens with permanent pigment inks (so they do not bleed)
- Archival quality (acid- and lignin-free) card stock paper or patterned paper for mounting photos or adding contrasting color elements to pages
- Day pack to carry journal, art supplies, water bottle, and personal items for trail

### Fun Extras

- Scissors with decorative edges to trim colored and patterned paper or photos as a design element
- Ribbon and yarn
- Stamps and ink pads (look for permanent pigment inks, could be made park-specific)
- Stickers (stars, hearts, plants, animals native to your park, alphabet lettering for page titles)
- Stencils

### Other Important Items

- Photographers with digital cameras for quick and easy production locally (*Note: We chose not to have campers use disposable cameras so they could focus on developing camping skills.*)
- Trash receptacle for discarded paper pieces
- Flip chart to post sample pages (or just pass around)

*Note: The activity planner purchased pencils and color pencils for the primary writing and drawing art supplies, since CAMP was delivered in primarily an outdoor environment. If weather is not a factor, markers can be substituted for colored pencils. The planner suggests washable markers unless working with older children. Parents will appreciate a choice of materials that does not permanently damage clothing items. Know the audience—with adults or older children, permanent inks and markers may make a nice addition to a memory book art kit.*

The more complex the memory book activity, the longer it will take for campers to make the book. It is important to realize that campers will work at different speeds because of varying age ranges and activity comfort levels. Plan to have several book page activities ready for a session. The instructor can present page ideas as campers finish individually or overall in priority order.

*Note: You might want to include a small note pad for campers to use for brainstorming or drafting their thoughts before they make a page. For some, starting with creating a page can be a big stumbling block because it seems so permanent (“I don’t want to make a mistake”); while other campers just forge ahead.*

The activity planner made a crayon rubbing of an NPS arrowhead, then transferred the rubbings to thin foam to create NPS-specific stencils of a sequoia, mountains, and an arrowhead and traced other artwork in order to create bear, campfire, and tent stencils. (The bear was substituted for the bison to have a park-specific animal represented.) Parks with historic individuals or historically significant recognizable monuments or structures could create stencil silhouettes.

### BUDGET

The words “archival quality” are not meant to intimidate—the recommended materials are readily available and reasonably priced. This component of the CAMP project had a budget of \$525.00. Most of the funds went to purchase the following items:

- Supplies for the creation of 11 art kits (*see list of supplies identified in section titled “The Basics”*)—10 kits to be shared between camper family members and one demonstration kit for the instructor.
- Thin foam to create 11 sets of stencils
- 26 journals—this can be your most expensive purchase.
- Card stock for photo mounting and some specialty printed paper to add decorative elements
- Containers to hold art supplies, journals and paper
- The cost of the reproduction by a local vendor of 4- by 6-inch photographs taken by CAMP photographers. We planned on four to six photographs per participant.

### HOW TO GET STARTED?

Explore what others have done. In the nineteenth century, keeping a diary or journal was a very popular hobby. During this period, the term “scrapbook” became a recognized term—people saved bits of paper and memorabilia, and then added these collected items to their diaries and journals. Mark Twain seized on the popularity of this trend and published the first “self-sticking” scrapbook in 1872.

A search of [www.nps.gov](http://www.nps.gov) demonstrates what a critical resource personalized memory books, diaries, and journals are for the NPS in its ongoing mission to preserve and interpret our natural and cultural treasures. To date there are 2,750 references to park-specific journals and 1,220 references to diaries. Mid-Level Management Program classmates provided several examples:

- Hides were frequently used by indigenous peoples to record a story, event, or tribal history.
- Landscape Artist Thomas Moran and photographer William Henry Jackson traveled with the 1871 U.S.

Geological Survey Expedition through Montana and Wyoming. Moran used a field sketchbook to record scenes in pencil and water colors. Later, in his studio, he created large oil paintings. His spectacular paintings were used to persuade Congress to set aside Yellowstone—America’s first national park in 1872—a record eight months after the expedition ended. Moran’s oil painting, “Grand Canyon of the Yellowstone,” is 7- by 12-feet in dimensions; it was exhibited in the Rotunda of the United States Capitol building for many years.

- Agnes Lee’s (General Robert E. Lee’s daughter) Journal, now published as *Growing Up in the 1850s*, was used in the restoration of one of the rooms in Arlington House, the Robert E. Lee Memorial.
- Teenager, Alvin McDonald, kept a spelunking diary of his explorations of Wind Cave from 1891 until his death in 1893. This diary has been instrumental in telling the story of the first systematic exploration of what is now the fourth longest cave in the world (over 127 miles of surveyed passages). There are several accounts of modern day explorers finding a room only to discover that Alvin had written about the room in his diary. (The locations and names of many rooms were lost, when the original families moved away, after the cave became a national park in 1903.) This journal has guided research in terms of furthering the exploration of the cave and the development of a cave map, the most basic object needed for cave management.
- The Wright brothers were extensive records keepers. They kept journals and data for their experiments, and correspondence between family members. This was all very useful to the Dayton Aviation National Historical Park staff when developing exhibits and interpretive themes. Their papers do not contain information about buildings, but they do detail the Wright brothers’ inventive process, their successes, and failures.

Following are two NPS examples of twenty-first-century journaling as a means to enhance learning:

- The Hawaii Volcanoes National Park website features “Hiking Journals” written by park users who describe their experiences on the trail, and what to plan and expect.
- On May 3, 2000, Gettysburg National Military Park partnered with the Federal Management Agency and Great Falls Communications of Oakton, Virginia, and broadcasted “Gettysburg: The Soldiers Battle” to schools across the United States. Park staff and teachers created open-end questions to students asking them to journal their thoughts and feelings about what they had learned; or how might they have reacted, if they had lived in that time period.

*Note: Visit the library and research scrapbooking, in addition to locating resources on [www.nps.gov](http://www.nps.gov). Because of the popularity of this hobby, you may be amazed at local resources. You may note in the reference section of this CAMP toolkit lesson plan that many books were used as references. Sometimes, by leafing through a book, one new idea for a page design was discovered.*

#### **TEACHING CAMPERS HOW TO CREATE A MEMORY BOOK**

**Time:** 3 hours, 1.5 hours before dinner on the first day; and 1.5 hours on the second day before the camp closeout.

Early on in the event, when campers are registered, they are given their memory books and art supplies. They are asked to keep them in their pack throughout the weekend. The first six pages of the memory book have adhesive notes on them, asking campers not to use these pages until later. During the afternoon, the campers will use them as part of their first memory book activity. (Campers will probably use only three pages as part of the activity; however, extra pages are set aside if the campers need to tear out a page and start over, if they feel they have made a mistake.)

- Throughout the camp session, leaders will incorporate elements (time set-aside)

where campers might add a specific entry or record an important point—it is up to each instructor or session leader.

- Volunteer photographers take photographs of the campers in action. Later, the photos will be available for the campers to paste in their memory book and add titles, descriptors, artwork or journaling.

**Tip:** Another alternative is to have campers use the back of the notebook for note-taking, then from those notes, create pages that pull together important information in an artistically presented format—a page of their memory book.

### Day-1: (1.5 hours): Creating Your Memory Book

Session goal: using stencils, art supplies, page examples and individual creativity, complete three simple pages:

1. A cover page that indicates the theme of the book: “Welcome to CAMP,” or “Camping Adventure with My Parents” (include camp location and date).
2. A dedication page which is a journal entry about why they are here at “this park,” why are they excited about the experience, etc.—anything they would like to say to others who may read their memory book.
3. A miniaturized copy of the camp schedule to paste in—this will serve as a simple table of contents and later as memory prompt of what they did.

If there is time (or some campers are working faster than others) they can create other pages:

4. Camp interview with family, new friends, and camp staff.

If the activities during the day do not include using the memory book for any reason (an incredible wildlife sighting, an activity taking longer than planned), then the Memory Maker instructor can also use the creation of pages as a culminating activity to summarize what they did or learned, for example:

5. Safety: “The Most Important Things I Learned Today.”
6. Campsite set-up: “Remember to . . .”
7. Interesting Things I Learned and Saw”

8. “My Nature Hike”

9. “Dining Out with the Camp Cook . . .”

*Note: During this instructor-led activity, more art supplies (card stock for mounting and acid- and lignin-free decorative color paper) will be available for camper use, and the instructor will show sample pages to inspire creativity. An important point is to have example pages, and be supportive and available for campers. (Some campers will just need encouragement; others require more direct help such as helping the younger children trace the stencils they selected—so their parents can work on their own memory book.)*

**Tip:** If you are working outside on picnic tables, use a curtain liner as a buffer to protect the exterior of memory books from damp wooden surfaces and undesirable debris. Do not forget a trash receptacle for paper scraps.

### Day 2: Finishing Your Memory Book (1.5 hours)

Session goals:

1. Paste in and label:
  - a. camping photographs taken of participants and family.
  - b. photos of all campers and instructors.
  - c. CAMP certificate of achievement.
2. Write and paste in a journal entry: “Twenty years from now, the most important things I want to remember about my first camping experience are:”

Create a handout or flip chart with the following questions to initiate journaling thoughts:

- What would you say to family and friends to convince them to go camping?
- Did you like camp food? What were your favorites?
- What advice do you have for CAMP event planners? When you do this for other families you should . . .
- Are you sorry to be leaving “this national park”? Will you ever camp again? If yes, why? If no, why not?
- For you, what are the most important safety principles to remember when you go camping?
- Answer “for me, the best part of this weekend was . . .”

Or, ask campers to brainstorm quickly all the words they can think about camping; then, have campers use their words to guide journaling about their most important memories.

*Note: Timing is critical, because the second activity in this session (Write and paste in a journal entry: “Twenty years from now, the most important things I want to remember about my first camping experience are:”) will be used as part of the CAMP closeout activity.*

The CAMP instructor leading the closeout will have campers share by reading or showing their favorite page in the journal and explain why this is their favorite page (perhaps a drawing or reflection of seeing or experiencing something for the first time, etc.), or by reading their last entry—their written reflection of what they want to remember 20 years from now. Many of the Sequoia campers commented on the traditional NPS campfire program as their favorite memory—something they had never experienced.

**Lessons learned:** At the Sequoia National Park pilot CAMP program, one hour was set aside for this final memory book activity, followed by a half hour for the camp closeout. An hour did not provide enough time to paste in the certificate, enjoy photos received, and then paste in and label them in the memory book, and complete a summary journal entry. As a time saver, we had campers paste in their graduation certificate and complete their final memory book entry only. Just before the CAMP closeout, we collected all art kit materials; then, gave the participants their photographs and a glue stick so they could complete pasting and labeling the photographs at home. Although this worked as a time saver, the activity was rushed and incomplete. It is certainly preferable to send home a completed memory book, but the published camp closeout time had to be honored. 1.5 hours is recommended for this final memory book activity.

*Note: Several young children under the age of 10 were in our group. It was a good choice that we gave campers the option of writing or drawing what was most memorable and important to them.*

## DESIGN TIPS

Scrapbooking experts indicate there are two ways to organize memory books—chronologically or thematically. Because we are creating a keepsake during the program, the CAMP memory book comprises some of both types of books. Author Michele Gerbrandt writes in *Great Scrapbooks: Ideas, Tips and Technique* that “. . . a successful album is cohesive and organized.” At CAMP, we are adding structure to the memory book after many experiences have occurred as synthesizing activity—to capture memories. Where possible, the continuity of attractive design elements (use of same pencil colors, or textured paper, stencils, etc.) throughout the memory book helps to pull book elements together, and at the same time, creates an attractive keepsake.

## Steps

- Decide on focus (point of page).
- Select key composition elements (stencils, photographs, drawing, journaling piece).
- Think of a page title.
- Choose two colors for contrast—could be patterned paper, choice of ink, stickers, etc.
- Lay out page next to memory book before pasting in.
- Paste.
- Add title, labels, additions decorative art work where appropriate.
- If there is space, journal. What is the key message? This is important to remember.
- Remember the concept of less is more. Keep it simple and not too busy.

## How to Mount a Photograph on Album Paper

- Arrange as desired on page.
- Use pencil lightly to mark around corners of page.
- Work with photographs one at a time.
- Apply adhesive.
- Do not put one-of-a-kind or significant photographs in a memory book. Reproduce photographs and place a copy in the memory book. Keep original photographs and negatives stored in an archival safe area. Maintain a safe storage area for digital photo files.

## Creating a Paper Frame

- Select color to complement image.

- Adhere photo to paper.
- Trim paper and paste in memory book.

*Note: Instructor can pre-cut colored card stock for framing photographs as a time saver.*

#### **What to include in journaling?**

Journaling pieces may include dates, names, and relationships of those in photographs to the creator of the memory book; an explanation of why the photograph, drawing, or event is special; sounds, tastes, and feelings about the event, such as what one learned or what one hopes others will learn from another’s memory book.

#### **Rules of Thumb**

According to Lisa Bearagon in *Scrapbooking with Your Kids*:

- Remember that it is theirs. It does not have to be perfect!
- Make sure pages are dated.
- Indicate who created the page (if more than one family member is working to create the memory book.)
- Give few choices of products.
- Use the child’s own handwriting for journaling.

And, last but not least, remember—in a memory book one is illustrating memories, so it is important to write down thoughts and feelings at the time when the creator is closest to the experience. That is why the memory book is made during CAMP—to create a lasting keepsake.

#### **ADDITIONAL ACTIVITY/MEMORY MAKING IDEAS**

##### **Name Tags**

As campers arrive, have them create and decorate their own name tag. This is a subtle introduction to the memory making component of the camp. On the last day, campers can paste their name tag into the book to capture another memory.

##### **Camp Interviews**

Sometimes an awkward period exists while people are arriving and before camp begins. One way to keep participants busy is to use interviewing and journaling. For example, use time for campers to interview a staff member and vice versa.

Then have the team introduce each other to the rest of the campers at the camp opening. (This makes an early connection and builds esprit de corps.) During the kick-off CAMP introductions, the lead staff member should instruct campers and staff to introduce their partner by name and share one to two fun facts they learned about their partner. (It is important to limit campers to two fun facts or the opening activity will take too long.)

#### **Camper Questions to Staff**

- What is your name?
- Tell me about the national park area where you work?
- What kind of job do you have (what do you do at work?)
- What is your favorite thing about the outdoors? And, tell me why.
- Tell me about your family.
- Why do you like to camp? Or what do you remember about your first time camping?
- Fill in the blank: What excites me the most about camping in this park is \_\_\_\_.
- Fill in the blank: What worries me the most about camping is \_\_\_\_.

Later, when there is a time designated in the camp schedule to work on the memory books, you can create from the interview material several memory book “interview pages” highlighting family, staff members, and new friends.

#### **Staff Questions to Campers**

- What is your name?
- What is your favorite thing to do in your free time?
- Tell me why you decided you decided you wanted to learn to camp?
- When you are outside, what is your favorite thing to do?
- Do you have a hobby? Or what is your favorite sport, book, or movie?
- Fill in the blank: What excites me the most about camping in the park is \_\_\_\_.
- Fill in the blank: What worries me the most about camping is \_\_\_\_.

#### **Family Member Interviews or Interviews of Other Families (New Friends)**

- How did you feel when you and your family learned you had been selected to participate in the CAMP program?

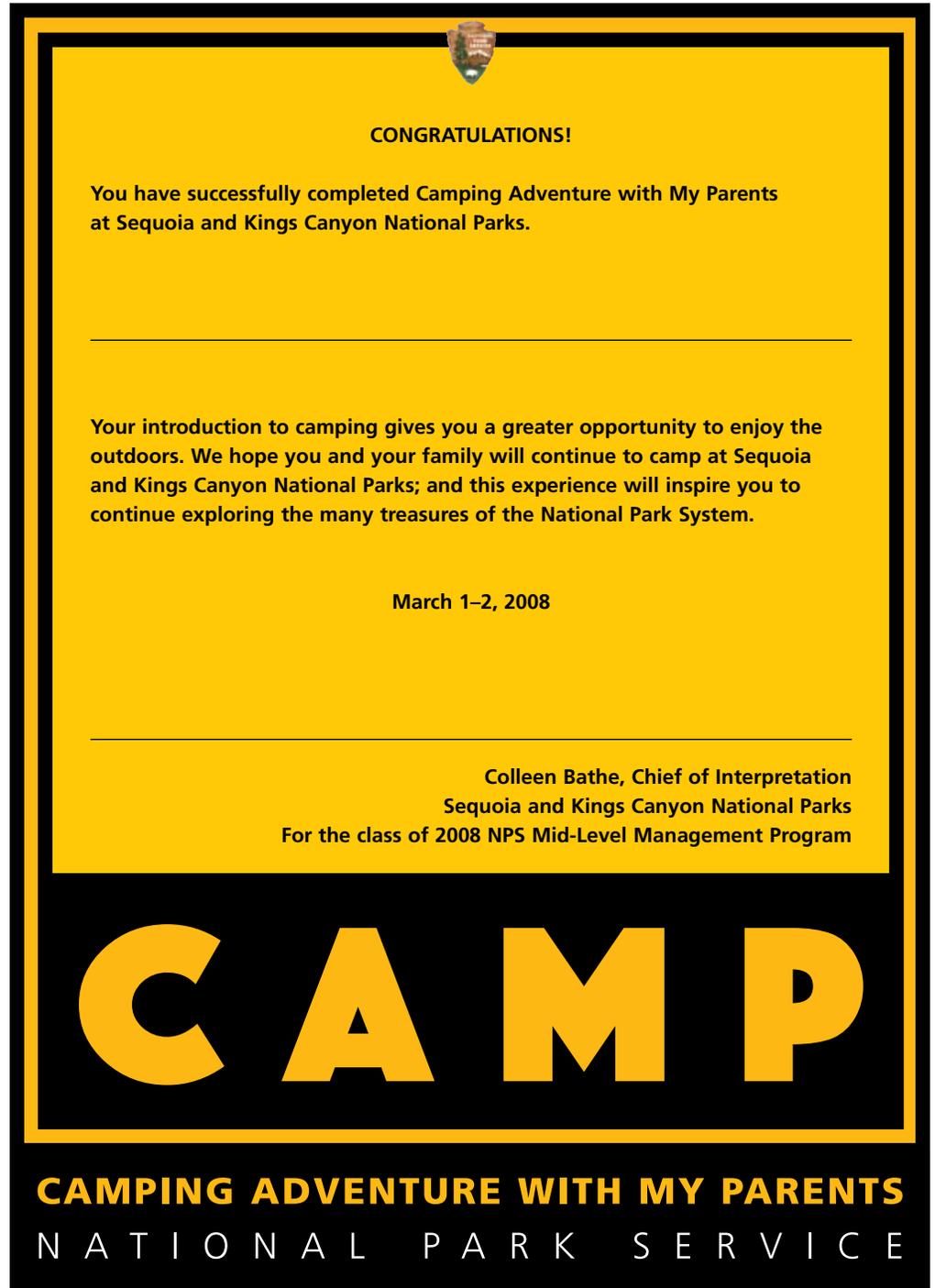
- What did you do to prepare for the CAMP weekend?
- Did you forget anything important? How do you think this will affect your weekend overnight?
- When you arrived at the park, what were your first thoughts?
- What did you see and how did this make you feel?

#### **Other Types of Pages**

- “The Most Important Things I learned Today”
- “Interesting Things I Learned and Saw in the Park”
- “My Nature Hike”
- “Dining Out”
- “Campfire”

**Be creative. It is your activity now; so have fun!**

## Appendix E: Sample Participant Certificate



## Appendix F: Sample Name Tags



## Appendix G: Sample Post-CAMP Evaluation

Thank you for your participation in the first Camping Adventure with My Parents program, conducted March 1-2, 2008, at Sequoia National Park. It is hard to believe that a month has already passed since the campout. Your feedback is important in helping us make this the best possible experience for others in the future and implementing this program on a national basis. Please be as candid as possible in your remarks.

1. What was your family's favorite activities or experiences at CAMP?
2. What was your family's least favorite activity or experience at CAMP?
3. Please place a value on your family's experience with the following activities:  
Fun (Very Fun=10, No fun at all=1) Valuable (10=Very valuable, 1=Little to no value),  
Built skill level (1=Little to no skill achieved, 10=High level of skill achieved).

Cooking Demonstration \_\_\_\_\_  
Archeology Dig with Ranger \_\_\_\_\_  
Tent Set-up Demo \_\_\_\_\_  
Fire Build Demo \_\_\_\_\_  
Evening Program \_\_\_\_\_  
Memory Books \_\_\_\_\_  
Nature Walk with Ranger \_\_\_\_\_  
Evening Campfire \_\_\_\_\_

4. Did you get out of the CAMP program what you expected?

Yes \_\_\_\_\_ No \_\_\_\_\_

If you answered no, please tell us what you were expecting.

5. What, if anything, do you wish you had known ahead of time to be better prepared?
6. What ideas do you have to make the CAMP program even better?
7. Are you planning to go camping with your family in the next six months?

Yes \_\_\_\_\_ No \_\_\_\_\_

*Please return this form to Colleen Bathe by April 15, 2008, at [colleen\\_bathe@nps.gov](mailto:colleen_bathe@nps.gov).*

# Appendix H: References

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## Credits

The CAMP program and toolkit was developed by the National Park Service Mid-Level Management Development Program (MLMDP) class of 2008. This program and toolkit would not have been possible without the support of a number of people and organizations.

**Sandy Taylor, Manager of the NPS Supervision and Leadership Development and leader of the MLMDP.** Although we were required to pursue a group project, the CAMP evolved into something more important to us than just a required assignment. Sandy gave us this opportunity and was always supportive of our project and class. We thank her for the opportunity to do this. Had we not been in this class we would not have created CAMP.

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The **Sequoia Field Institute** provided camping equipment for the MLMDP staff that camped out.

**Harpers Ferry Center** staff provided the talent and time to produce the CAMP toolkit and name tags. A special thanks to HFC for helping to enable us to make this toolkit available to all parks in an enjoyable and visually pleasing format.

Thank you to everyone else that helped MLMDP participants in the development of CAMP. Your enthusiasm for the project, additional ideas, guidance, and assistance made this MLMDP sponsored program a great success.

Photos were taken by the MLMDP Class of 2008, unless otherwise noted.

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### THE MLMDP CLASS OF 2008

Colleen Bathe, Sequoia and Kings Canyon National Parks

Charles Beall, North Cascades National Park

Cathy Beeler, Monocacy National Battlefield

Zachary Bolitho, Gettysburg National Military Park

Tyrone Brandyburg, Moores Creek National Battlefield

Alison Bullock, NPS Rivers, Trails and Conservation Assistance

Robyn Burch, Gates of the Arctic National Park and Preserve and Yukon-Charley Rivers National Preserve

Dan Foster, Wind Cave National Park

Jim Ireland, Kenai Fjords National Park

Mary Mallen, Harpers Ferry Center

Jennifer Pederson-Weinberger, Hopewell Culture National Historical Park

Brian Slate, Manassas National Battlefield Park

Christine Smith, Thomas Stone National Historic Site

Lee Taylor, Mount Rainier National Park

Larry Turk, Padre Island National Seashore

*“No other tree in the world,  
as far as I know, has looked  
down on so many centuries  
as the Sequoia, or opens such  
impressive and suggestive  
views into history.”*

—JOHN MUIR  
THE MOUNTAINS OF CALIFORNIA, 1894



Sequoia and Kings Canyon National Parks testify to nature's size, beauty, and diversity with immense mountains, rugged foothills, deep canyons, vast caverns, and the world's largest trees.

PHOTO BY DAN NG

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